

College of Health Professions and Natural Sciences

Outcomes Assessment Plan

2023 - 2024

Introduction

Evaluation of program effectiveness has been an embedded process in the College of Health Professions and Natural Sciences since its inception. Influenced by the beliefs of our founders and the requirements of our accrediting body at that time (the National League for Nursing), nursing programs have always utilized some form of continuous quality improvement (CQI). This is a dynamic process with student learning and achievement of competencies at the forefront. Outlined in this document is the College of Health Professions and Natural Sciences plan for assessing student learning outcomes in each of the College's undergraduate and graduate programs.

Essential Components

The Wilmington University Academic Affairs Outcomes Assessment Plan (AAP) directs that the individual academic colleges of the university take ownership and responsibility for a comprehensive outcomes assessment plan, including data collection, analysis, and the meaningful use of results to maintain and improve the quality of our programs. The College of Health Professions and Natural Sciences collects data to measure four key components of outcomes assessment: *Teaching Effectiveness, Student Learning, Student Satisfaction, and Promotion of Educational Values*. The first three assessment prongs include benchmarks and assessment tools; the fourth prong, Promoting Educational Values, “while not directly measured, are values the faculty wishes to develop among students” (AAP, 2021, p. 2).

This four-pronged approach directly relates to the University's mission of, “excellence in teaching and relevance of the curriculum is viewed as foundational criteria for excellent student service. It is in this spirit that we routinely assess our academic programs to determine the extent to which learning has occurred, and student educational needs have been met” (AAP, 2021, p. 1). The faculty of the College is fully committed to the process of outcomes assessment.

I. Teaching Effectiveness

College of Health Professions and Natural Sciences undergraduate and graduate students are afforded the opportunity to provide evaluative data at the close of each academic course. The Course and Teaching Survey (CATS) asks students to provide feedback on teaching behaviors known to engage the adult learner. CATS is administered to students in all course formats (face-to-face, online, online live, and hybrid) during the last two weeks of a course via the Evaluation KIT survey platform. The Center for Teaching Excellence (CTE) distributes summary and individual reports at the conclusion of each block and/or semester. The Dean, Directors, and/or appropriate Program Chair review the results. After analysis, Directors and/or appropriate Program Chairs identify areas of concern and provide appropriate feedback to faculty, including suggested actions through the Pathways to Instructional Excellence (PIE) professional development programs. The College conducts a review of the CATS reports by

semester and utilizes a $\geq 65\%$ response rate as a benchmark for graduate and undergraduate programs. *CATS data are reported at the conclusion of each semester.*

Grade Point Average (GPA) reports are received after processing at the conclusion of each semester. Chairs and Directors identify specific issues and trends over multiple grading periods and take action where appropriate. The College utilizes a weighted mean GPA of ≤ 3.80 (calculated by Institutional Research) as a benchmark for graduate and undergraduate programs. *GPA data are reported at the conclusion of each semester.*

Teaching effectiveness is further evaluated via a Course Readiness Audit completed by the College Educational Effectiveness Coordinator. The Course Readiness Audit assesses if faculty have prepared their courses with syllabi posted, due dates added for each assignment, and gradebook set up. Readiness is assessed on the Friday prior to the course starting and a benchmark of 80% compliance has been established. Moreover, teaching effectiveness is assessed in Weeks 3 and 5 of a course by the College Educational Effectiveness Coordinator. A benchmark of 80% compliance has been established for an announcement posted within the last 7 days and grading assignments within 7 days from the assignment due date. *Teaching effectiveness data are reported at the conclusion of each semester.*

Faculty outcomes are evaluated in congruence with the faculty role expectations outlined in the University Faculty Handbook. Faculty are expected to demonstrate teaching effectiveness, service to the University, professional/scholarly activities, and clinical competence as applicable. Annually, faculty complete a self-evaluation related to teaching effectiveness. Then, the Dean, in collaboration with Directors and/or Program Chairs, is responsible for annual full-time faculty evaluations at the conclusion of each academic year. *These data are reported at the conclusion of each academic year.*

Full-time Faculty Performance Measures within the College of Health Professions and Natural Sciences include educational preparation, professional development related to teaching assignment and teaching effectiveness, service on university committees, state nursing licensure (where appropriate), professional organization membership, and Pathway to Instructional Excellence achievement. Full-time Faculty Performance Measures are reviewed annually and updated as appropriate with associated benchmarks. Moreover, Adjunct Faculty Performance Measures and associated benchmarks are established annually by respective division curriculum committees. *These data are reported at the conclusion of each academic year.*

II. Student Learning

In 2002, the University embarked on institutional assessment planning. A model of “course-embedded criterion-referenced assessment measures” (CECRAM) was adopted for all Colleges. The institutional assessment process requires programs to “map” or connect graded assignments to course objectives to program competencies, and to Wilmington University graduation competencies. The linkages are depicted as follows:

WU Graduation Competency → College Program Competency → Course Objective → Graded Assignment

This model facilitated the development of specific rubrics for each assessment measure. Developing rubrics allowed the opportunity to engage in discussions about assignments and expectations and strongly consent on key points. In addition, the faculty discovered that, from

the students' perspectives, the use of rubrics provided consistency in grading and a keen understanding of the program's expectations.

Our undergraduate and graduate programs maintain outcome assessment (OA) maps which clarify the linkages among specified expected outcomes and measures utilized. The OA map illustrates **where** the graduation and program competency will be measured (the course) and **how** the competency will be measured (e.g., assignment & rubric, objective exam, clinical evaluation).

A concerted effort is made to identify course evaluation methods that could measure more than one outcome. This enables better collection and tracking of the requisite data, while still providing evidence of overall program effectiveness. Consistency of data collection and evaluation processes are key to a successful outcomes assessment plan.

The evaluation of program-specific outcomes is a continuous process throughout the academic year. *Data are collected and reported by block and/ or semester and collated using student work products from the identified outcomes courses within each academic program of study.* Excel spreadsheets with embedded formulas assist to generate statistics for course outcomes. Discussions of outcomes data are embedded within monthly Nursing Curriculum Committee and Health Sciences/Natural Sciences Curriculum Committee meetings as a standing agenda item. At the conclusion of the academic year, Program Chairs submit an annual summary report in preparation for the annual Academic Affairs Outcomes Assessment Summit. Summary reports define the scheduled assessment activity, benchmarks, annual levels of performance, and specific decisions or actions taken ("closing the loop") to improve student learning. Each report provides a record of the previous year's data collection and decisions/actions based on these data. Program-specific and college outcomes data are maintained on the College Shared Drive.

Non-CECRAM data are collected as additional measures to assess Student Learning Outcomes (SLOs). Additional measures for the assessment of SLOs utilized include a summative end-of-program survey to assess competence with established program outcomes, with a benchmark of $\geq 80\%$ of students reporting competence in each program outcome.

III. Student Satisfaction

Student satisfaction is measured through enrollment data, alumni surveys, student responses on End-of-Course surveys (CATS), program exit surveys, nursing program completion rates, employment rates, and the WilmU satisfaction survey. The College reviews enrollment data across programs annually, looking to achieve consistent growth in comparison to the previous year. In collaboration with the university's Institutional Research (IR) department, alumni are surveyed at one- and five years post-graduation, with a benchmark of respondents providing favorable rankings for all indicators. Alumni are surveyed annually in October with results available in December/January. One- and five-year data are aggregated in one report.

CATS question 19 asks, "I would rate this course as excellent: while question 20 asks, "I would rate this instructor as excellent," both of which have a benchmark of ≥ 4.0 on a 5.0 scale. All COHPNS programs seek student input at the completion of their program, with a benchmark of $\geq 80\%$ of graduating students who would recommend the program to a colleague.

In accordance with our accrediting body, the Commission on Collegiate Nursing Education (CCNE), nursing program completion rates and program employment rates are calculated as a factor of student satisfaction and student learning. Since 2007, the COHPNS has used the University's method for calculating completion rates with the assistance of IR.

- RN to BSN - The College selects NUR 303 Nurse as Professional as entrance into the BSN major. This course is a prerequisite to all other NUR courses in the curriculum. Recognizing the nature of our completion degree and accelerated baccalaureate program offerings, students may complete the program in as little as three (3) semesters up to six (6) years. The expected level of achievement is $\geq 70\%$ of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- MSN Leadership and MSN Nurse Practitioner - The College selects the “MSN Major” designation as the student identifier for accurate data capture. MSN student program completion is expected within six (6) years from the start of the program. The expected level of achievement is $> 70\%$ of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- Post-Graduate APRN Certificate (Family NP and Psychiatric Mental Health NP) - The College selects registration for the first course within the program of study as the student identifier for accurate data capture. Post-Graduate APRN certificate completion is expected within six (6) years from the start of the program. The expected level of achievement is $> 70\%$ of students will complete the program in six (6) years (calculated by calendar year, January 1 through December 31).
- DNP - The College selects registration for the first course within the program of study as the student identifier for accurate data capture. DNP program completion is expected within five (5) years from the start of the program. The expected level of achievement is $> 70\%$ of students will complete the program in five (5) years (calculated by calendar year, January 1 through December 31).

Employment data are collected for nursing programs via program exit surveys, while data are collected for health sciences and natural sciences programs via alumni surveys. The expected level of achievement is that 70% of graduates who seek employment will be employed within one year (12 months) of graduation.

IV. Promotion of Educational Values

The Academic Affairs Plan identifies a set of educational values developed by the Faculty Senate. In keeping with Wilmington University’s mission of providing career-oriented programs, our "scholar-practitioner" faculty are actively engaged in promoting the following educational values combined with practical applications. Educational values are reflected in course syllabi.

Lifelong Learning: Commitment to self-directedness, self-discipline, and lifelong learning

Multiculturalism: Sensitivity to diversity and respect for a pluralistic society

Collaboration: Awareness of self in relationship to others and the benefits of working in teams

Creativity: Appreciation of creative expression, including the arts and humanities

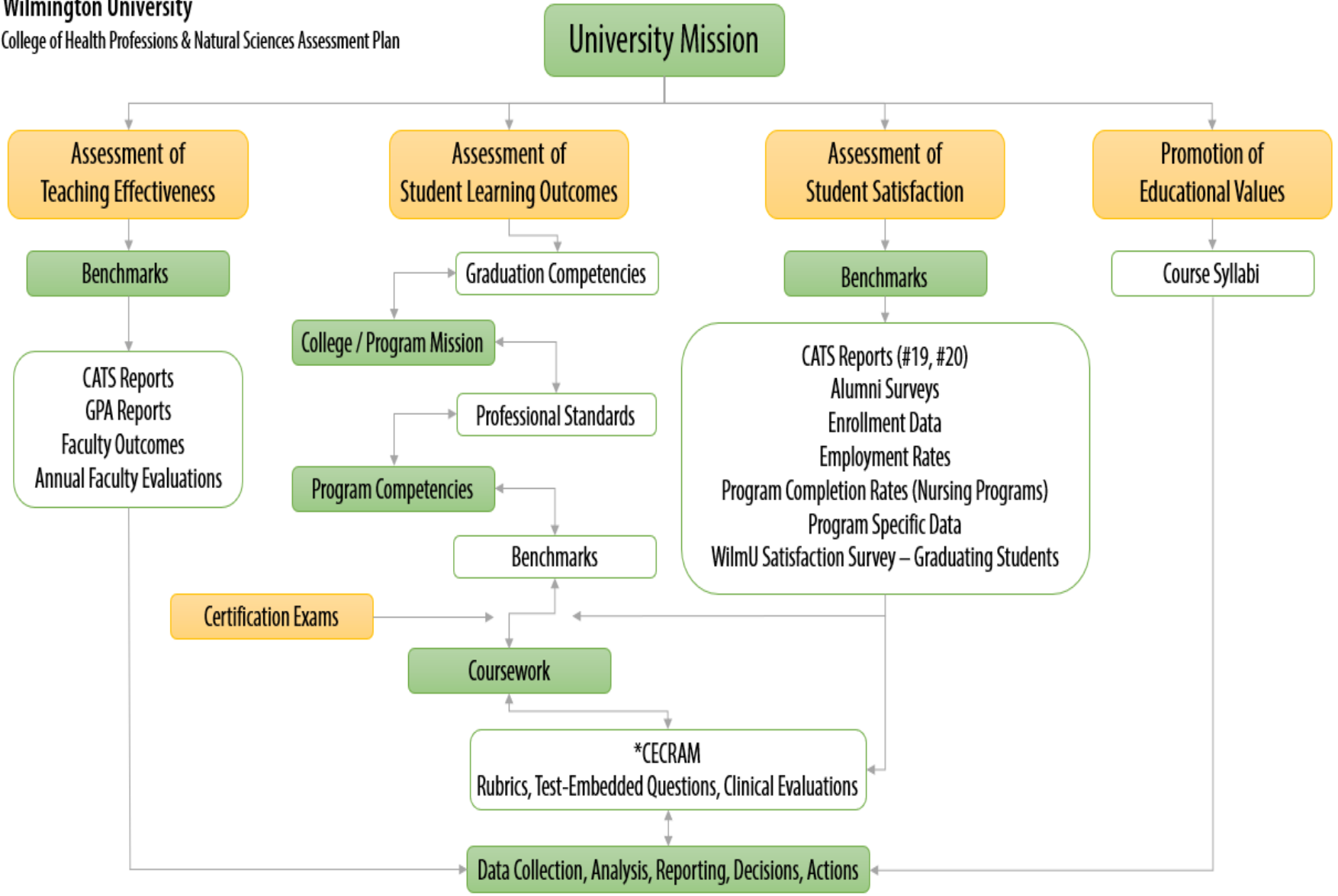
Citizenship: Commitment to responsible citizenship as a contributing, civil member of society

Well-Being: Commitment to the holistic health of the individual

Civility: Commitment to a civil, supportive, and collegial campus environment and beyond

Wilmington University

College of Health Professions & Natural Sciences Assessment Plan



Assessment of Teaching Effectiveness

Data	Benchmark	Reporting Frequency	Where to Obtain the Data	Responsible Party
CATS Surveys	≥ 65% Response Rate Across the COHPNS	Each Block	Center for Teaching Excellence	Assistant to the Dean*
GPA Reports	≤ 3.80	Each Semester	Cognos	Assistant to the Dean*
Week 3 Audit – Announcement Posted Within 7 Days, Grading Within 7 Days after Submission	80% Compliance	Each Semester	Educational Effectiveness Coordinator	Educational Effectiveness Coordinator
Week 5 Audit - Announcement Posted Within 7 Days, Grading Within 7 Days after Submission	80% Compliance	Each Semester	Educational Effectiveness Coordinator	Educational Effectiveness Coordinator
Course Readiness Audit – Syllabus Posted, Due Dates Added, Gradebook Set Up	80% Compliance	Each Semester	Educational Effectiveness Coordinator	Educational Effectiveness Coordinator
Aggregate FT Faculty Outcomes	Established by Curriculum Committee Annually	Annually	Curriculum Committee	Curriculum Committee Chair
Aggregate Adjunct Faculty Outcomes	Established by Curriculum Committee	Annually	Curriculum Committee	Curriculum Committee Chair
Faculty Evaluation r/t Teaching Effectiveness (Self-Evaluation & Dean Administrative Response)	Completed	Annually	Dean	Dean

Assessment of Student Learning Outcomes

Data	Benchmark	Reporting Frequency	Where to Obtain the Data	Responsible Party
Program Outcomes (CECRAM and Non-CECRAM) <i>*Data to be Reported by Block/Semester/Year and Number of Students Per Block/Semester</i>	Variable by Program	Each Semester	Canvas	Program Chairs

Assessment of Student Satisfaction

Data	Benchmark	Reporting Frequency	Where to Obtain the Data	Responsible Party
CATS Reports Q19, Q20	≥ 4.0 on a 5.0 Scale	Each Semester	Center for Teaching Excellence	Assistant to the Dean*
Alumni Survey	Favorable Rankings	Annually Alumni Surveyed at Year 1 and Year 5 <i>*Due to Low Response Rates, Alumni Survey Data Reported Together in One Annual Report</i>	Institutional Research	Program Chairs
Enrollment Data	Growth	Annually <i>*Calendar Year for Nursing Programs per CCNE</i>	Institutional Research	Program Chairs

Employment Rates (Nursing Only)	≥ 70% of Graduates Who Seek Employment will be Employed Within 12 Months of Graduation	Annually	Student Exit Survey – Obtain from Institutional Research	Program Chairs
Program Completion Rates (Nursing Only)	≥ 70% of Graduates Will Complete the Program Within 6 Years	Annually <i>*Calendar Year per CCNE</i>	Institutional Research	Program Chairs
Program-Specific Data (Student Exit Surveys)	> 80% of Graduating Students Would Recommend the Program to a Colleague	Each Semester	Institutional Research	Program Chairs
WilmU Satisfaction Survey of Graduating Students	Responses Exceed National Average	Annually	Institutional Research	Dean

*Assistant to the Dean will collate and send the data to Program Chairs to report at monthly Curriculum Committee meetings.